

**2019-2020 P-TECH and ICIA Planning Grant****COMPETITIVE GRANT Application Due 5:00 p.m. CT, Thursday, December 13, 2018**NOGA ID Authorizing legislation GAA, Article III, Rider 67, 85th TX Leg, Regular Session, 2017, and TEC §§29.551-29.556 and §29.908

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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GRANTS ADMINISTRATION

Grant period from **March 1, 2019 - August 31, 2020**☒ Pre-award costs are not permitted.**Required Attachments**

Attachment 1: Documentation of Collaboration

Amendment NumberAmendment number (For amendments only; enter N/A when completing this form to apply for grant funds): **Applicant Information**Organization Hamlin ISD CDN 127903 Vendor ID 1-75-6001730-7 ESC 14 DUNS 611209552Address 250 SW Ave F City Hamlin ZIP 79520 Phone 325-576-2722Primary Contact Misti Shoemaker Email mshoemaker@hamlin.esc14.net Phone 325-576-2722Secondary Contact Randy Burks Email rburks@hamlin.esc14.net Phone 325-576-2722**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Randy Burks Title SuperintendentEmail rburks@hamlin.esc14.net Phone 325-576-2722Signature *Randy Burks* Date 12-12-18Grant Writer Name Misti Shoemaker Signature *Misti Shoemaker* Date 12-12-18☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

☒ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The applicant is in a community that has 32.8% living in poverty. The state average is 12.3% according to census.org	The applicant would like to offer certification programs that will lead to higher education and better paying jobs. The applicant would like to make available for students to receive Associates degrees while in High School to lower the cost of an education for those students living in poverty.
The applicant has a dropout rate of 1.6% for 2018.	The applicant would like to offer certifications and the ability to earn an Associates degree while in High School as an incentive to stay in school.
The applicant has an attendance rating of 96.2%.	The applicant wants to incentivise students to be in school by offering certifications that will interest them and make them want to be in school daily.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The applicant has a goal for 100% of students to complete all assignments for each class period. In order to monitor this, the applicant has implemented an ICU period on Friday's for students to complete missing assignments. Any missing assignments are documented in an ICU Database. Students who have all assignments complete for a 6 week period are rewarded with a Taking Care of Business special event.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The applicant will meet in the Spring 2019 with the IHE to line out courses and a plan to implement the certifications in the following school year.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

The applicant will meet with the local workforce in November 2019 to align with the needs of the community. The local workforce states that we have a job shortage of RN's, LVN's, and CNA's. The Health Science Field is in high demand in our area.

Third-Quarter Benchmark

The applicant will enroll students into a cohort in January 2020. The applicant will create recruitment materials to peak student interest. The recruitment materials will be distributed to High School Students, as well as 8th grade students who are making a graduation plan. The applicant will host student assemblies to educate the students on the materials. The cohort will be well balanced with males and females and will not discriminate for any reason.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Goal 3: The Students at Hamlin ISD will meet or exceed a higher performance than previous years in reading and writing of the English language.

Objective 1 : Hamlin High School students will achieve high scores academic performance in reading/ELA, writing, mathematics, science and social studies.

(90 % or better) This Campus will meet AYP in every area measured.

Summative Evaluation: 90% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Activity/Strategy:

Provide focused tutorial and remediation in core subject areas via Mandatory Tutorials.

Person(s) responsible:

Core Subject Teachers and Principal

Timeline:

every 3 weeks

Resources

Local funds, State, SCE, Title

Evidence of impact:

Improved 6 week grades, reduced failure rates, improved performance on state exams, PSAT, and ACT

Activity/Strategy:

Implement Pre and Post Conference providing teacher administrator discussion.

Person(s) responsible:

Core subject teachers and principal

Timeline:

At least once a semester.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your assurance.

- ☒ Program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.
- ☒ Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019 -2020 P-TECH and ICIA designation.

THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:

- ☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.
- ☒ The P-TECH and ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- ☒ The P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program
- ☒ P-TECH and ICIA programs will be provided at no cost to participating students.
- ☒ P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

Statutory Requirements

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

The applicant will use pamphlets and an assembly to recruit members of a cohort. The applicant will also utilize the new employee from the Workforce Outreach Pilot program to educate the JR/SR High students on all career pathways. The cohort will be finalized by January 31, 2020.

Statutory Requirements (cont'd)

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

Algebra I Grade 8

Biology Grade 8

Principles of Health Science

Grades 9-10

1 Credit

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

Medical Terminology

Grades 9-12

1 Credit

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Lifetime Nutrition & Wellness

Grades 9-12

0.5 Credit

Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

Anatomy & Physiology

Grades 10-12

1 Credit

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Practicum in Health Science

Grades 10-12

1-2 Credits

The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

8th Grade

Algebra I Biology

Other Recommended Courses

Microbiology Lifespan Growth & Development Pathophysiology

The course of study will better prepare students who plan on getting their RN, LVN, or NP. The students can use their CNA to help achieve their RN since most schools require you to have one before achieving furth education. The students will do clinical rotations as part of the CNA Curriculum, exposing them to real world work.

Students in elementary are exposed to work-based situations by taking field trips to learn about different occupations. Jr/Sr High students will be exposed to different jobs in AVID. AVID will be implemented as one of the achievement courses. We attend the WOW (World of Work) Expo yearly. It has representatives of every job imaginable, so our students are exposed to anything they could dream of doing.

Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

Cisco College has agreed to partner with the applicant. The applicant and Cisco College are working to implement a CNA program at the applicants facilities. The students would need to drive to Abilene for Clinical Rotations, but courses could be taught on site of the school.

The applicant will meet with the IHE and ensure curriculum alignment. They will also plan and create an instructional calendar that works for both parties. The IHE will provide instructional materials, and it will be up to the applicant to ensure state requirements are met and TEKS followed. The applicant and IHE will decide what programs and courses of study best suit the applicants students. The applicant and IHE will discuss the enrollment and attendance requirements at the applicants school as well as at the IHE and come to an agreement of what's acceptable for both institutions. The applicant will work with the IHE on the grading periods and policies and hold its students to those standards. The IHE will work with the applicant on statewide assessment dates and be flexible if needed.

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

The Hamlin Medical Clinic, Hamlin Memorial Hospital, HomePlace Manor Nursing Home, and Hamlin Dental Office are in support of the partnership of the applicant. Each intity has agreed to give students in the cohort an interview if they have an open position. The applicant will enter into an MOU with two of the above businesses and provide 100% of participating students access to appropriate work-based education at every grade level. Together the applicant and the business will address regional workforce needs by creating more people in the Health Science fields to close the gap on the shortage. The programs will reevaluate every two years and update as necessary.

TEA Program Requirements

1. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

Leadership Team

Misti Shoemaker, Career Academy Coordinator

Dr. Randy Burks, Superintendent

Matt Pond, Jr/Sr High Principal

Lauri Pond, Curriculum Coordinator

Katrina Bogle, IT

Vicki Hayhurst, ESC 14 Career and Technical Education Specialist

Mary Ross, Executive Director Workforce Solutions of West Central Texas

Carol Dupree, Cisco College Provost/Chief Academic Officer

EC Ice, Mayor

Leroy Arce, Lauren Engineering and Community Member

November 15, 2018 Hamlin Career Academy Meeting with local Superintendents

I. 2+1 Program

II. Welding Program

III. HVAC/Plumbing

May 2, 2018 Hamlin Career Academy Meeting

I. Welcome

II. Vision

2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.

The applicant has several things in place for discipline management. The Jr/Sr High School Principal handles all discipline matters through his office. The applicant has ISS, swats, Saturday School, before school detention, after school detention, and lunch detention as some forms of discipline management.

The applicant has a counselor to council students and work with them to ensure success at school and at home. The counselor supports the students, staff, and community in Mental Health.

The applicants town has a Food Bank available to those in need. There's also a local Care Station that opens certain Saturdays of the month for clothing and house needs. The local churches in our community also help anyone in need of paying a bill or buying groceries for this month. The community has a Ministerial Alliance that raises funds to help those in need throughout the year. The applicant offers tutoring before and after school for those students who need extra help. There's also an ICU Period on Friday's to complete missing assignments and for extra help. The Elementary school has a backpack program for students who need to take a backpack full of food home for the weekend. There's a local service organization, Xi Gamma Pi, who provides blankets, pillows, shoes, socks, underwear, etc. to the students as needed.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Description of Activity or Cost	Amount Budgeted
Payroll Costs (6100)	
1. Salaries for instructional staff	60,000
2. Salary for Career Counselor	40,000
3. <input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>
Professional and Contracted Services (6200)	
6. Curriculum Planning and course development	23,000
7. <input type="text"/>	<input type="text"/>
8. <input type="text"/>	<input type="text"/>
9. <input type="text"/>	<input type="text"/>
10. <input type="text"/>	<input type="text"/>
Supplies and Materials (6300)	
11. Supplies for Classroom instruction	90,000
12. Student Recruiting	10,000
Other Operating Costs (6400)	
13. Travel to P-Tech and ICIA Meetings/Conferences	6,000
14. Teacher Professional Development	4,000
15. Teacher Credentialing	2,000
Capital Outlay (6500)	
16. HSA Equipment	160,000
17. <input type="text"/>	<input type="text"/>
Total Direct Costs	368,646
Total Indirect Costs	26,354
TOTAL GRANT AWARD REQUESTED	395,000
(Total Direct Costs + Total Indirect Costs)	